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17. ABSTRACT (MAX. 250 WORDS) The aims of Project CUE (Culture, Understanding, and Enrichment), were to integrate arts materials into the ongoing secondary curriculum to show students the interrelationships of the arts and the other disciplines, to bring the arts and humanities to all students, to demonstrate the feasibility of the package concept in introducing new ideas and materials into the curriculum, and to prove that such enrichment could be added without loss of core content already being taught.

Original participants were 13 schools chosen on the basis of geographic location, type, and need. The ninth grade was chosen because it is the last year of compulsory schooling, and funding and logistic problems necessitated starting with a limited group. Components were the packages of media, lesson guides for arts integration suggestions in every area, permanent and traveling exhibits of arts material, performances of various cultural programs by professional groups, a television program promoting understanding of Eastern cultures, aid to communities to utilize their arts resources, and meetings, consultations, evaluation sheets, and newsletters.

Problems encountered were hesitancy by subject matter teachers to accept the new role of the arts in the curriculum and by art and music teachers to accept their new role. Because of lack of familiarity with other subjects, art and music teachers failed to see the relation of such subject matter to the arts. Many teachers feared that they would be judged by their students' performances.

Results were encouraging. Student interest and involvement were high; creativity was stimulated; students became enthusiastic about cultural entertainments. New teaching techniques were stimulated. Recommendations were made for CUE to become an ongoing project of the New York State Education Department and a center for educational arts and humanities information in the country.

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project CUE

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previews # 1

THE NEW YORK STATE EDUCATION DEPARTMENT DIVISION OF EDUCATIONAL COMMUNICATIONS

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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ED002732

The Culture Project is now getting underway in the schools. It is named Project CUE which stands for Culture, Understanding, Enrichment. The curriculum guides should be in the schools soon so that teachers may begin participating in the experiment.

During the summer nine teacher consultants came to Albany to view and select materials to be written up in the guide and used in the Project. Their selections were made on the basis of suggestions contributed by the Project teachers and by criteria which were selected to assist them in integrating the arts into the existing curriculum. The arts were defined as being music, painting, sculpture, architecture, drama, literature, poetry, photography, cinematography, and graphic arts, and cultural background material. Appreciation of the beauties of nature were also taken into account.

Final decisions on the inclusion of any material were made on the basis of their relation to the existing curriculum. One aim of the project is to help students to see the relationships between the arts and subject matter and the interrelationships among the disciplines.

The reason of course for including the arts into the existing curriculum is that it is now generally felt that the arts have inherent values which are needed to round out and balance life. The arts make a unique intellectual contribution in that they provide knowledge of a different kind from knowledge expressed in words. Their contribution to the joy and richness of life helps us to educate for living as well as for making a living.

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Final judgments on materials and lesson plans were passed upon by subject matter specialists and the Division of Secondary Curriculum. In its present form, the Guide is purely experimental. Evaluation sheets have been included so that the Project teachers may give specific constructive suggestions for improvement of the guides, for the teachers themselves are the key to the success of the Project. It is only through their effective use of the materials and media, their evaluations and helpful suggestions that the final guide can become truly worthwhile.

While at times the teacher may feel that the project evaluation is just one more chore added to his already crowded schedule, perhaps he may feel differently when he stops to consider the benefit which will accrue to his classes through the added materials now available to him, and also when he stops to consider the far-reaching significance of his contributions to the project.

The experiment can be successful one only if teachers participate willingly and fully with an open mind. It can, perhaps, bring a new and different approach to their teaching and certainly they can bring much of the value of their experience and creativity to the Project.

The package containing most of the materials will arrive in the schools soon. We will make every effort to get films to each teacher as close to the desired date as possible. Since we do not have funds to purchase films for each individual school, those we purchase must travel between schools. Teachers who wish to have the films on a date impossible for us to fill may use the guide to order the films from other film sources if local funds are available.

Since this is the first experiment of its kind, groups all over the country wishing to integrate culture into their curriculum are awaiting the finished guide with interest. Several schools have called and asked to be included in the project or put on a list hoping to be included next year should Project CUE continue. It is planned that at the end of the year the finished guide, incorporating all valuable teacher suggestions and aids, will be printed and published statewide so that other schools may use it to initiate their own culture programs. A representative package of materials with the guide will go to the U.S. Office of Education which plans to disseminate the information throughout the nation so that all States may have the benefit of this research.

The Division of Education Communications and the Bureau of Secondary Curriculum Development take this opportunity to wish teachers every success in their work with the Project. They ask the teacher to remember first that it is an experiment, and secondly that he is a very important part of it, for his contribution is vital to the success of the Project.

COMMISSIONER ALLEN SPEAKS --

In a comment made August 7 on opening exercises, the Commissioner of Education, James E. Allen Jr., called upon the public schools of the State to give renewed emphasis to the teaching of moral and spiritual values. A portion of his statement follows:

> "Our young people need today as never before to acquire the inner strength that comes from knowledge and understanding of these (moral and spiritual) values. They need to form the highest resolves to protect and to practice them. The only sure and lasting defense against the forces of evil and tyranny is a people whose prime motivation is rooted deeply in the great moral and spiritual principles on which our country was founded. It is our duty as school authorities to avail ourselves of every legal and sound means of supplying a constant emphasis on these principles.
>
> The ways and means in which the public schools can supply this emphasis are many and varied. They vary from community to community, from school to school, and from classroom to classroom. They are present in the character and influence of dedicated teachers and administrators. They are inherent in the search for truth, in intellectual honesty, in the scientific method. They are found in the study of history, literature, music, and art, and in all subjects in which the great religions have played such a strong part in the shaping of aspirations and growth. They are inherent also in sound classroom practices and in wholesome school activities, where young people learn to accept personal responsibility, to respect the rights of others, and to be of service to their fellow men. They exist in schools where the intellectual purpose is enhanced by the social and cultural advantages of an enrollment consisting of children of different colors and creeds, and of varying economic and social backgrounds.
>
> I urge you, as you take up the work of the new school year with your board of education and your teachers, to give renewed emphasis to all ways and means of helping the boys and girls in your schools to acquire a knowledge and understanding of our basic liberties and of the moral and spiritual values which help to nourish and preserve these liberties. If they are to acquire this knowledge and understanding in school, those who administer and teach must have convictions and courage with respect to the character and conduct of their students. I am confident that you will continue to give to this responsibility the strength of your dedicated leadership and direction."

By John F. Kennedy

"Today, we recognize increasingly the essentiality of artistic achievement. This is part, I think, of a nationwide movement toward excellence--a movement which had its start in the admiration of expertness and skill in our technical society, but which now demands quality in all realms of human achievement. It is part, too, of a feeling that art is the great unifying and humanizing experience. We know that science, for example is indispensable--but we also know that science, if divorced from a knowledge of man and of man's ways can stunt a civilization. And so the educated man and very often the man who has had the best scientific education reaches out for the experience which the arts alone provide. He wants to explore the side of life which expresses the emotions and embodies values and ideals of beauty."

"Above all, we are coming to understand that the arts incarnate the creativity of a free society. We know that a totalitarian society can promote the arts in its own way--that it can arrange for splendid productions of opera and ballet, as it can arrange for the restoration of ancient and historic buildings. But art means more than the resuscitation of the past: it means the free and unconfined search for new ways of expressing the experience of the present and the vision of the future. When the creative impulse cannot flourish freely, when it cannot freely select its methods and objects, when it is deprived of spontaneity, then society severs the root of art."1

From Harold Taylor, President of Sarah Lawrence College from speech on "Art and the Intellect"

"We teach the meaning of freedom when we teach the young to explore the world of imagination and art. We give the private instruction which can enable young men and women to hold out against the torrent. We help to restore the intellectual vitality, the self confidence, the moral dignity of the contemporary individual by the imaginative reconstruction of human experience. In doing so, we can show that human life is greater, more noble, more wide-ranging in its possibilities than the particular embodiment it now takes in the politics and disorder of our present moment."2

The Heckscher Report to the President

A critique of the government's attitude toward the arts submitted by August Heckscher, President Kennedy's special consultant on the arts, recommends that a much larger share of the government's support go to the arts and the humanities. "The predominant emphasis given to science and engineering implies a distortion of resources and values which is disturbing to the academic profession throughout the country..."In many areas surveyed the major need is for greater awareness of the possibilities for estehtic improvement and of a more sharply defined responsibility to the arts."

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1 From as yet unpublished book "Creative America" by Ridge Press

2 From Art and the Intellect by Harold Taylor. Museum of Modern Art, New York, New York

CULTURE AND CONTINENT
PROJECT CUE'S T.V. PROGRAM

Part of the Project CUE package will be a bi-monthly TV program produced by W.N.D.T. Channel 13, especially for the project. It will correlate with the Social Studies program but will be of interest to high school students and adults. In keeping with the Education Department's recent release on the emphasis to be placed on Asia, Africa, and South America in 9th grade Social Studies, the program concentrates on these areas. The series will attempt to assist the student to understand the people and non-Western cultures of these continents through their arts.

The first five programs will be on Africa. The first of these is Images of Africa which is a visual and poetic evocation of Africa, south of the Sahara, as the Africans themselves have experienced it. Through the varied literature, proverbs, fables, and tales of over a hundred languages the complex heritage and contemporary experience of the Black Africa is expressed and dramatized. Some of the distinquished African writers whose prose and poetry will be featured are: Ezekiel Mphahlele of South Africa, Leopold Sedar Senghor of Senegal and Abioseh Micol of Sierra Leone. A vivid selection of film, graphic arts and still photographs will accompany and highlight both the literature and the narrative exposition.

Program II will present a man who is widely considered the single greatest living African composer and musicologist, Mr. Fela Sorrande of the University College, Ibaden, in Western Nigeria. With the help of a gifted Nigerean drummer Mr. Solomon Ilori and other musicians Mr. Sorrande will explore African music, its function and mystical power in African society.

Program III will present Professor Douglas Fraser of Columbia University, author of Doubledays recent volume, Primitive Art, who will explore African sculpture through African eyes. The program will unfold the significance of many types of sculpture and the central role of art in traditional African Society.

Program IV Channel 13 has secured the rights to present a contemporary African plan "Brother Jero," a delightful farce by the brilliant young playwright Wole Sayinka of Nigeria. Herbert L. Shore, Americas foremost authority on African drama will host the program. Other information on programs will be forthcoming in CUE Previews. The schedule for the programs follows and is based on two evening showings and one in-school showing. This will give the teacher time to preview the show and prepare students for meaningful viewing. TV utilization sheets will be available.

These programs will be broadcast over WNDT in New York, WMHT in Schenectady. Arrangements are now in process to have them broadcast from WNED in Buffalo and commercial stations in Binghampton and Rochester. Most of the Project school areas may receive the telecast.

OTHER TV PROGRAMS TO BE BROUGHT TO PROJECT CUE'S STUDENTS

The Division of Educational Communications of the New York State Department of Education hopes to acquire two videotapes of outstanding educational television shows produced by Channel 13. One of these is of the "Fifteenth Anniversary of the Armory Show."

The original show in 1913 was America's first look at Modern Art. Most of all the original works are shown and discussed as well as the public reaction to them.

Another is the Kandinsky show at the Guggenheim, a program which encompasses the works of Kandinsky and by so doing also explains the growth and development of abstract art.

Pupils will also have the opportunity of viewing paintings from Governor Rockefeller's collection over commercial TV on the N.B.C. Tour of the Executive Mansion on January 19th, 1964. Information regarding the paintings to be shown will be forthcoming from the Mansion prior to the telecast.

METROPOLITAN SEMINARS ON ART TO BE IN PROJECT SCHOOLS

The beautiful Metropolitan Seminars on Art will be furnished to each Project CUE school. Many lessons in the Guide refer to these seminars and the plates in them and it is hoped that many teachers will use them for subject enrichment.

TEACHER ENRICHMENT TOO

The Horizons magazine will be available in all project schools. English teachers will be especially interested in an article entitled, "Who's Behind the Assault on English." There is also much of interest in the arts, Architecture, industrial design and painting as well as history and cultural geography.

Traveling Exhibits

Four photographic poster exhibits from the Asia Society are touring Project CUE Schools. It is hoped these exhibits will contribute toward better understanding of non western cultures and promote international awareness.

I Faces of Asia depicts the beauty, problems and people of Vietnam, Cambodia, Japan, China, Nepal and India.

II The Mekong River shows the life of the people who live along this river in South East Asia.

III Outer Mongolia shows the contrast of old and new ways of life in this ancient and little known land.

IV Masterpieces of Asian Art concerns itself with well known categories of Asian art. They are "masterpieces" in that they are treasured because they are able to reach accross the centuries and cultural boundaries to touch us with the hand of genius. The exhibit gives insight into the diversity of Asian art and thereby contributes to our appreciation and awareness of Asian peoples and cultures.

V Changing New York a photographic record of New York City of 30 years ago will also be on tour.

THE ROLE OF THE TEACHER IN PROJECT CUE

It is suggested that the teacher who wishes to fully participate in Project Cue may do so in the following manner:

1. Use the media and materials. The ideas for utilization of the curriculum guide may be helpful.

2. Evaluate the above in the light of pupil reaction, learnings and appreciations. It must be remembered that many of the learnings gained and attitudes shaped may not be verbalized. "What the symbolism of language does for our awareness of things and our relation to them, the arts do for our awareness of subjective reality, feeling and emotion. Most people think that feeling is a formless organic excitement but in reality it is an important part of personal education."3

3. Feed back evaluations and constructive creative suggestions for the upgrading and improvement of the programs to the Project staff so that their worthwhile suggestions may be implemented for the benefit of others. Such suggestions and contributions may consist of:

   a. improvement of lesson plans

   b. suggestions of additional media

   c. sources of free and inexpensive materials for the project

   d. creative ideas for utilization

   e. sources of cultural interest in your community (We wish to compile a list of these.)

   f. write-ups or tape recordings concerning your class activities and reactions to the project,(accompanied by glossy photos, for possible reproduction,)or slides.

4. Remember that society has need of creative solutions to the educational problems that face it. It is only through experimentation that new, and perhaps better,ways of preparing youth for life can be found. The only way an experiment can be truly tested is for all involved to join wholeheartedly in the procedure so that it may have a fair trial.

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3 Art and the Intellect by Harold Taylor. Museum of Modern Art, New York

UTILIZATION OF PROJECT CUE MATERIALS

In order to secure maximum effectiveness from Project CUE materials, it is suggested that Project Coordinators acquaint teachers with the package contents as soon as it arrives.

The AV man will wish to make sure that he has the proper equipment ready for utilizing the materials.

It is further suggested that teachers--

- Preview the materials
  (Materials have been carefully selected. Standards however may vary from community to community concerning artistic creations. Therefore teachers will wish to judge them in the light of local criteria. Only through preview can the teacher prepare the class for meaningful viewing or listening.)

- Use the Curriculum Guide for teaching suggestions which may be helpful.
  (Intense careful planning has gone into the lesson guides in order to save valuable teacher time for the more personal aspects of teaching which no guide or material can replace. The plans are in no way restrictive but are viewed as springboards for teacher creativity.)

- Evaluate both material and lesson on enclosed sheets or written comment which should be given to the Project Coordinator.

Please let us know:

1. Did you find this communication helpful in understanding the purpose of Project CUE?

2. Is it helpfui to you to know what media and materials will be coming to you in future months?

3. Are you interested in previewing and evaluating new media in your subject field? (If so we shall arrange for preview materials sent directly to you.)

4. Would you like more information of the type included in this notebook?

5. Do you have any suggestions or recommendations concerning media or materials?

Please fill in and return this sheet to Project Coordinator.

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NYS Ed Dept

THE STORY OF CUE

The curriculum of the state in large part is the responsibility of the State Education Department. The curriculum is constantly being evaluated and revised to determine the best means of providing the child with the best education possible. New forces in society, findings of research and benefits of technology constantly press upon and reshape the curriculum and methods of teaching.

Recently it has been felt that a greater emphasis should be placed on the arts and humanities because the experiences provided through these studies is essential to all school children in today's world.

As a result of a survey made in 1962 the United States Office of Education found that people throughout the country thought that what had been done for the new mathematics, sciences and foreign languages should also be done for the arts. Others hoped that a "new vision" and appreciation for the arts could be developed in American students.

These desires seemed to arise from certain feelings in society namely:

- Fear that the recent post Sputnik emphasis on science caused other vital areas of education to be neglected.
- Concern for the necessity of the development of creativity to solve the new problems of the complex age.
- Concern for the development of moral and spiritual values.
- Awareness of the perils of leisure as automation grows faster than our capacity to use it wisely.
- Awareness of the necessity for understanding other peoples and cultures in order to function successfully in a shrunken world community.
- Awareness of the new light thrown upon education by the findings of research in the areas of learning and creativity.
- Awareness of the unifying and enriching effect of the arts in life and the curriculum.
- Awareness of the stabilizing humanizing effect of the arts on the individual in a complex technological society whose influences tend to dehumanize him.
- Awareness that facts, skills, and techniques are not enough education for life in today's world.

In 1961 Sterling McMurrin, then Commissioner of Education appointed Dr. Harold Cater, special consultant on the Arts, to arrange to have reproductions and slides of National Gallery paintings sent to schools throughout the country so that all students all over the country could share their heritage of art masterpieces.

In order to insure proper utilization of these reproductions, Dr. Cater asked the New York State Education Department for assistance in securing proper distribution and utilization of the National Gallery materials in the schools. It was thought at first that a humanities course would be necessary to properly incorporate the materials into the curriculum. However, the State Education Department evolved the idea of integrating the arts and humanities into the existing curriculum for the following reasons:

- All students would be involved in the program
- A new course which would crowd the curriculum would not be needed
- The interrelationships of the arts and humanities with other subjects could be established
- Integration was more acceptable to students, teachers and administrators

The Division of Educational Communications and the Bureau of Secondary Curriculum worked jointly in an effort to bring CUE into being. The Division

was given the role of developing the project because of the emphasis on media and materials in its implementation.

Mr. Lee Campion, Director of the Division, introduced the idea of a multi-media package into the project. A proposal was submitted to the United States Office of Education proposing to integrate the arts and humanities into the curriculum through packages of newer media. The proposal was accepted and funded for $82,500. Large amounts of National Gallery materials were added to the grant. National Educational Television donated $100,000 for a Cultures and Continents" TV show as part of the package. Business, industry and other agencies contributed materials.

The aims of the project were:

- To investigate a different approach to studying the arts and humanities
- To bring the arts and humanities to ALL students so that they may be brought to the highest possible degree of sensitivity to their culture
- To integrate the arts materials into the ongoing curriculum so that the student might see the interrelationship of the arts and the other disciplines
- To demonstrate the feasibility of the package concept in introducing new ideas and materials into the curriculum (NOTE: In media terminology a "package" is a group of materials selected to assist the teacher to teach a subject, idea or group of concepts. Since life, education and the curriculum are ongoing processes the package has been termed "open ended" which means that new materials are constantly being added to the basic group of materials to avoid staticity.)
- To provide all students with the many benefits which accrue from a study of the arts and humanities. (see list below)
- To prove that such enrichment could be added to the curriculum without loss of core content already being taught.

PROBLEMS MET IN ATTEMPTING TO INTEGRATE THE ARTS

The main problems involved in attempting to integrate the arts into regular subject matter were:

- Unfamiliarity with the arts on the part of many teachers. This problem was to be met by bringing the expert into the classroom on film, TV, tape or other media.
- Helping teachers to understand the new emphasis on the arts and the new role of the arts in education. This problem was met by providing suggestions for arts integration in the form of teacher guides, one for each subject area, English, Social Studies, Science, Homemaking and Industrial Arts.
- Helping subject matter, arts and music teachers to understand their new role in teaching the enriched interrelated curriculum. (This problem was met through orientation sessions, lecture demonstration, personal conference, "Insight Sheets" and a newsletter, "CUE's previews."

CUE'S DEFINITION OF THE ARTS

Since the aim of CUE is cultural enrichment the arts were defined broadly as painting, music, sculpture, literature of all types, the theatre, graphic arts, photography, cinematography and minor arts. In order to properly understand other cultures and their arts it is necessary for the student to know something of archaeology, paleontology and other sciences as well as the worlds major religions. Material related to these subjects were also included.

The aim of the project is not only to provide for understanding, enjoyment and appreciation of the arts but to open new vistas and alert the student to the way in which the arts relate to reveal and assist us to understand our own life and that of other peoples.

WHY THE NINTH GRADE LEVEL WAS CHOSEN FOR THE EXPERIMENT

Since nationally the 9th grade is the last year of compulsive schooling for most students and since many who drop out after this year might never again received planned acculturizing influences, this level was chosen for the experiment so that all students might be reached for it was deemed that in a democracy that culture is the privilege of all students and not just the elite few. It was also necessary to limit the size of the project because of funds and logistics.

HOW PARTICIPATING SCHOOLS WERE CHOSEN

Subject matter specialists and Secondary Curriculum Bureau people chose 13 schools to participate in the CUE experiment on the basis of geographic location, type, and need. Schools and pupils were of all types ranging from one end to the other of socio-economic continuum, from a large consolidated rural school to an eight story multiracial midtown Manhattan school. Approximately 3000 pupils and 300 teachers were involved. Since one of CUE's aims was to prove that the benefits of the arts could be included in the curriculum without loss of subject matter content in the other disciplines, control schools were chosen to match the project schools as closely as possible in the areas of pupil population, I.Q., age, type of facilities and neighborhood. All participation in the project was voluntary on the part of the superintendent.

THE PROJECT KICKOFF

Superintendents, school representatives who had been chosen to act as CUE coordinators and the AV men from each school were invited to an all day meeting in Albany where the operation, philosophy and plan of action for CUE was explained.

Coordinators were to act as liason persons between the schools and the Project staff relaying information to and from teachers involved in the experiment.

PROCEDURE

Schools submitted their courses of study and the New York State Curriculum was carefully studied for areas where the arts might be integrated to illumine the regular subject matter.

A list of suitable arts subjects was made. Huge amounts of newer media of all types concerning these subjects were ordered. Those considered suitable were preselected by the Associate Director.

Nine teacher consultants came to Albany during the summer to evaluate and select the arts media they considered appropriate to their subject areas. After viewing and selecting they wrote lesson plans for use of the media under the direction of the Associate Director, Grace Lacy.

The lesson plans for the guides were then edited and published by the Bureau of Secondary Curriculum and subject matter consultants. The selected materials were put up in packages,one for each of the five subject areas. All materials mentioned in each guide were placed in each school with the exception of the films which round robined on a preplanned schedule from school to school.

Dr. Robert Brown tested segments of school population in both project and control schools. Tests consisted of pupil reaction to works of art as shown on rating scales and personal interviews on attitudes toward the arts.

Grace Lacy then visited each school to orient teachers to the CUE program. Paths of communication were organized to keep teachers informed throughout the experiment. Constant communiques from the Project staff to the school coordinator were relayed to head teachers in each subject area. They in turn relayed information to teachers in their department. Teacher reaction and evaluation and recommendation concerning materials and lessons were relayed back to the Division of Communications. New selections and lesson revisions were made on the basis of the findings of this action research. A constant stream of new material were sent to augment the original packages. (It had not been possible to evaluate all available materials during the 5 week selection period.)

THE CUE SYSTEM

In addition to curriculum enrichment CUE aimed to broaden horizons and stimulate creativity through the planned system of operations listed below.

- Packages of media,(already explained),related to the arts
- Lesson guides for arts integration suggestions in each subject area
- Traveling and permanent exhibits of arts material which create a stimulating atmosphere. Each school received 40 large reproductions of National Gallery paintings for a year long exhibit plus many smaller prints and reproductions. Exhibits of non-western art were supplied by the Asia Society. CUE circulated exhibits of Mexican and African artifacts, prints of all types architectural and travel posters. The New York State Museum supplied other exhibits. Business and industry supplied much material.
- The Lincoln Center for the Performing Arts, Julliard School and New York Council on the Arts provided performances of opera, ballet, string ensembles and modern dance. Other groups provided many in-school performances for all CUE students.
- A TV program entitled "Culture and Continents" which promotes understanding of non-western cultures through their arts brought mountain top arts experiences to students such as visits to Angkor Wat, Macchu Picchu and Brazilia with experts to explain the significance of the arts of these places.
- Aid, assistance, and encouragement was given to communities to make use of their own community arts resources by
  - visiting museums or other exhibits and performances
  - finding and utilizing resource persons
  - taking trips to cultural centers and museums.

- A newsletter, CUE's previews kept teachers informed of the progress of the experiment and stimulated them through articles showing the value of the arts and humanities in education and news of what other schools were doing.
- Insight sheets were written to give further information in understanding the arts and their relationship to the other disciplines.
- Utilization of new teaching procedures such as the cross media approach, team teaching and telelecture were encouraged.
- Utilization sheets for use of the TV program were written and sent out.
- Visitation, conference and interview were used to encourage and stimulate teachers and obtain their evaluation of materials and lessons plans.
- Periodic meetings of school coordinators in Albany were held for reports and discussion of problems.
- An evaluation check sheet for media was drawn up by the Project staff and sent to all teachers. Tabulation of the result of these check sheets served as a guide for media to be included in revised guides. Teacher evaluation and suggestions were utilized in upgrading lesson plans for the revised guides.
- Teacher consultants under the supervision of Grace Lacy are rewriting guides which are to be published in the form of a report to the United States Office of Education. Final testing of all schools was made by Dr. Brown. Tests revealed that it is possible to integrate the arts into the curriculum and achieve wider understandings and appreciations, heighten student interest and involvement and yet suffer no loss of subject matter content.

RESULTS

Although a small project which has been in operation only for a short time, CUE has achieved some remarkable results. Among them are:

- Heightened student interest and involvement both in subject matter and new interests.
- When properly oriented students reveal great enthusiasm for opera, string ensembles, ballet and other high type entertainment.
- Stimulation of creativity in areas of art, creative writing, painting and handicrafts.
- Deeper involvement in subject matter through seeing relationships, making models, paintings drawings, relating subject matter to music and the other arts, museum trips, and exhibits.
- Extreme enthusiasm on the part of parents who often themselves become involved in aiding the local CUE program.
- More mutual planning and cooperation among teachers to provide a more unified education experience for students.
- More and better use of newer media in teaching. Many schools have purchased new AV equipment in order to participate in CUE. The presense of material and equipment plus the know how of the guides stimulated more visualization in teaching.
- New techniques in teaching have been stimulated by CUE. Team teaching, Telelecture, large group instruction, TV, use of community resources, properly oriented study trips have all been instigated by CUE.

- Stimulation of the entire communities toward more awareness of things cultural. Parents attend performances, look at CUE media, assist with earning money for trips, become vitally interested in what one parent called "education in the ultimate".
- Appreciation by teachers for time and effort saved by the materials and "instant research" provided by CUE in media selection lesson plans and insight sheets.
- "CUE'S cultural magnetism". Drawn by news of the program CUE schools are offered performances, free tickets and other advantages by theatres, museums and other agencies. Book-of-the-Month Club , New York Council on the Arts plus dozens of commercial firms have contributed free educational materials to CUE schools.
- Cultural diffusion - News of the CUE program and materials have interested other schools who visit to see or borrow CUE exhibits, request CUE guides, ask how they can become part of the program. Requests for guides have come from all parts of the state, other states and even New Delhi, India. Many letters express delight and approval of material presented in the guides. The USIA thought the CUE TV program so well done; it has had copies made on kinescope to send abroad to show other countries how America is trying to understand and appreciate their cultures.
- Prospective teachers and schools request the guides and lists of materials in an attempt to find out how to integrate the arts to their own curriculum.
- Admissions by teachers that the CUE program has upgraded their teaching and cultural background.
- Scores of letters expressing
  - appreciation from parents
  - interest by administrators and persons in all areas of education and media
  - the hope on the part of teachers parents and students that CUE become a regular continuing project since they do not want to give up its materials and services.

PROBLEMS STILL TO BE SOLVED

- Since CUE is a one school year project, many schools express concern that they may not be able to continue the project for lack of local funds. They are hoping for continuing aid from the United States Office or New York State,
- Since CUE requires provision for extra time for trips, performances and mutual planning , by teachers and incidental funds, administrators and boards of education must show their support of the program by provision for these matters in schedule and budget.
- Hesitancy on the part of subject matter teachers to accept the new role of the arts in the curriculum. This hesitancy is based mainly on the fear that they are judged on the number of facts students show knowledge of on tests. They acknowledge the importance of arts and humanities but worry about factually oriented Regent's examinations.
- Hesitancy on the part of arts and music teachers to assume their new central role in the curriculum. Their hesitancy is largely based on fears of:

- Lack of sufficient familiarity with other subject disciplines to see their interrelationships with the arts. (We plan to overcome this problem with teacher workshops.)

- Fear that they are judged on the number of skills and techniques which show up in student performances, contests, and art shows. (We hope that workshops and orientation can help them see that appreciations must be taught also.)

THE FUTURE

Since CUE has proved to be the first practical method of integrating the arts and humanities into the curriculum on a large scale it is recommended that:

- CUE become an ongoing project of the New York State Education Department, the original schools serving as demonstration centers.
- CUE become a center for educational arts and humanities information in the nation. The need for such a center is vitally felt by people interested in promoting the arts.
- CUE become a coordinator for educational efforts of art and historical and other museums, New York Council on the Arts, Lincoln Center for the Performing Arts, Metropolitan Opera and other agencies. CUE could organize the available information about, and services of, these organizations and channel their activities into the schools in meaningful fashion so that all teachers and students throughout the state would benefit from these cultural resources.
- CUE organize workshops to orient teachers toward the new role of the arts in education.

THE CUE RATIONALE

The CUE Guides provide a means of integrating the arts and humanities into the ongoing curriculum. The main reasons for integrating the arts in the curriculum are: (1) The arts and humanities are a vital necessity for a well rounded education for they as much or more than other subjects give meaning to existence therefore: (2) All students should have the benefit of these studies. Research findings on learning and creativity throw a new light on the learning process. Technological developments which result in social change call for a new emphasis in education. Both of these factors have resulted in a new importance and value being placed on the arts and humanities in education. The arts are now viewed as central to the entire curriculum in that they play a vital role in preparation for living. They are of assistance in the development of perception, intellect and personality. They intensify other learnings, develop values, stimulate creativity, open new vistas and enrich life. They can provide a unifying thread which relates the curriculum so that larger concepts and understandings may be gained.

THE CUE SYSTEM is based on the following assumptions and points of view.

THE ARTS ARE AN IMPORTANT PART OF EDUCATION.

- From the beginning of time, the arts have been and still are an important part of life.
- Many of our decisions in daily life are esthetic rather than scientific.
- Subject matter competency and technical skills are not sufficient education for today's world.
- Knowledge of facts alone does not equate with desirable behavior.
- Education should invoke some permanent change on the students an attitude and behavior.
- There are other ways of knowing than those involved with the printed and spoken word.
- Visual symbols in the arts express nuances of feeling impossible to express in the verbal media.
- The arts are forms of supercommunication which involve heart and mind as well as eye and ear; that the arts can educate the emotions and impart values perhaps more meaningfully than other subjects.

THE ARTS REVEAL REALITY.

- Perception is the basis of all ideation. Since the study of arts trains the senses for more accurate and broader perception; the arts play a vital role in the development of the intellect and the stimulation of creativity.
- Adequate powers of perception are vital to life adjustment and satisfactory human relations since all men behave in accordance with their perception of what is best for them.

THE STUDY OF THE ARTS STIMULATE CREATIVITY.

. Since the arts stimulate imagination and new ways of seeing they are of assistance in the stimulation of creative thinking and other forms of creativity.

. In the new world habitual ways of thinking may become a handicap when dealing with new problems which call for new solutions. Old attitudes may undermine rather than preserve the very values they were designed to protect.

THE ARTS PLAY A VITAL ROLE IN PREPARATION FOR LIFE.

. Creativity is the resynthesis of known elements. The wider the experience of the child the more basic components he has to use for resynthesis into new ideas.

. Since the arts and humanities are the quintessence of the wisdom of the ages they are stabilizing, humanizing, civilizing influences which assist the individual to know who he is and what he is and why he has certain values. They assist him to hold on to his identity and see man as the center of things in a complex technological society which tends to dehumanize him.

. A knowledge of the arts broadens horizons and opens up new vistas which enrich life and provide for wise use of leisure, intelligent consumer consumption and appreciations.

. The arts can develop personality and educate the emotions; provide for emotional release and mental hygiene.

THAT INTEGRATED ARTS PROVIDE CONTINUITY, DEPTH AND ILLUMINATION TO THE CURRICULUM.

. Knowledge does not exist in isolation; all knowledge is interrelated. Seeing interdisciplinary relationships is vital to understandings.

. When the arts are used as a thread of continuity throughout the entire curriculum they tend to illumine other subject matter and assist students to see these relationships, to gain larger concepts, to realize that the whole is more than the sum of the parts.

. Such a thread of continuity will encourage mutual planning and cooperative effort on the part of teachers with resultant benefits to student and teacher in presenting a more unified education which will result from united integrated effort.

. Understanding the relationships of the arts to our total culture will assist the student to better understand life and provide a basis for judging the quality of products of the environment in daily life.

THE ARTS SHOULD BE INTEGRATED IN ALL SUBJECTS AT ALL LEVELS.

. There is too much to learn about the arts to have it taught in one class at one level therefore, the arts should be incorporated in all classes at all levels. (CUE in no way attempts to replace regular Humanities courses but prepares students for more meaningful participation in them.)

. Any subject can be taught to any child if it is approached honestly, sincerely and in the proper terms.

- Subjects need not necessarily be frozen at a certain level. The spiraling curriculum provides for treatment of the same subject at many levels; higher levels receiving more complex and thorough treatment.

A KNOWLEDGE OF THE ARTS IS OF PRAGMATIC VALUE IN SOCIAL RELATIONS AND PROGRESS.

- The arts can contribute to better world understandings for they are a universal language.

- The study of the arts can contribute to the improvement of our own society through their stabilizing influence and through the stimulation of creativity. Creative products are originally imaginative but inevitably social.

THE CUE SYSTEM IS A PRACTICAL WAY TO INTEGRATE THE ARTS.

- The best way to learn about the arts is to experience them. The CUE system provides for much student experience through media, exhibits and performances, as well as the arts integration into subject matter.

- The amount and kind of learning that takes place in the classroom is in direct ratio to the kind and amount of materials available.

- Teachers use material that is at hand. The package concept brings to the teacher all materials necessary to the arts integration job. It is in no way restrictive but stimulates the teacher with much material and many suggestions.